

(b) At Secondary Education level, CBSE, Council for the India School Certification Examination (CISCE), National Institute of Open Schooling (NIOS) and Navodaya Vidyalaya Samiti (NVS), recognizing diversity in intellectual aptitude of the students have provided flexibility in choice of subjects so as to integrate learning with abilities and talents. Introduction of a skill-based subject as a compulsory component of the curriculum is facilitating the students in proving their skills and developing their inherent intellectual aptitude.

At the Higher Education level, University Grants Commission (UGC) provides students with an opportunity to reflect the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills.

Disproportionate syllabus of students

2751. SHRI B.S. GNANADESIKAN: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government are aware that the syllabus prescribed in schools is disproportionate to the students' age and class;

(b) whether Government would consider reviewing the existing education system in the country to make students more knowledgeable with freedom to choose subjects as is the case in foreign countries;

(c) if so, the steps/schemes proposed to be taken; and

(d) if not, the reasons for not considering the same particularly when Indian students fare poorly in comparison to international students?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALI ASHRAF FATMI): (a) to (d) The issue of perception of mismatch between curricular content and the student's age and class has been addressed while formulating the National Curriculum Framework (NCF), 2005. Some key features of NCF, 2005 are:

- (i) appropriateness of topics and themes for the relevant stages of children's development from a psychological point of view;
- (ii) connecting knowledge to life outside the school;
- (iii) Ensuring that learning shifts away from rote methods;

- (iv) enriching the curriculum so that it goes beyond textbooks;
- (v) making examinations more flexible and integrating them with class-room life.

NCERT has brought out new syllabi for all stages of school education in consonance with NCF-2005 and has initiated the process of development of new textbooks in a phased manner.

NCF recognized the need for greater choice to students choose courses. At the senior secondary level, CBSE provides a lot of freedom to students to choose their subjects.

Closure of Saraswati Shishu Vidya Mandirs

†2752. SHRI RUDRA NARAYAN PANY: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether the Minister has given any statement in the press to close all Saraswati Shishu Vidya Mandirs spread throughout the country;
- (b) if so, the details of the said statement and by when these educational institutions are likely to be closed, if they are going to be closed;
- (c) the reasons to be given for closure of these institutions; and
- (d) the number of Saraswati Shishu Vidya Mandirs functioning actually in the country, at present and the students undergoing study in them?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALI ASHRAF FATMI): (a) No, Sir.

(b) The Minister of Human Resource Development spoke about the need for homogeneity in the educational standard across the country in the context of the report of a Committee of the Central Advisory Board of Education (CABE), on 'Textbooks and Parallel Textbooks Taught in Schools Outside the Government System'.

(c) Does not arise.

(d) Information regarding the number of Saraswati Shishu Vidya Mandirs in the country is not centrally maintained by the Ministry of Human Resource Development. As reported by Central Board of Secondary

†Original notice of the question was received in Hindi.